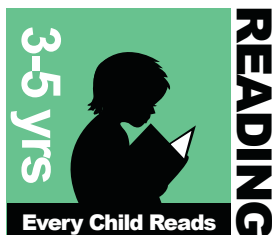


# Supplemental Trainer Materials

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# Examples of Strategies to Use

## BEFORE Reading Books

BEFORE reading book strategies	BOOK EXAMPLE: <i>Goodnight Moon</i>
Introduce the story title, author, and illustrator	<b>Adult says:</b> “The name of this book is <i>Goodnight Moon</i> . The author, the person who wrote the book, is Margaret Wise Brown. The title or name of the book is very important because it tells us what the book is about. Listen: <i>Goodnight Moon</i> .” The illustrator is Clement Hurd. Illustrators draw the pictures in the book.”
Predict what the story is about	<b>Adult says:</b> “Who can tell me what they think the story is about? To me, it looks like a story about night time because I see the moon and stars.”
Preview the story	<b>Adult says:</b> “This is a story about a little bunny. He says goodnight to things in his room before going to sleep. I wonder what he will say goodnight to in the story?”
Introduce vocabulary words <ul style="list-style-type: none"> <li>• Explain new word</li> <li>• Say new word frequently</li> <li>• Encourage children to say the new word</li> <li>• Demonstrate using real objects</li> <li>• Integrate new word into the environment</li> </ul>	<b>Adult says:</b> “Some of the things he says goodnight to may be new words for you. Let’s talk about them. He says ‘Goodnight mush.’ Mush—that’s a hot cereal like oatmeal. How many of you have ever eaten oatmeal? Here is a picture of the bowl of mush.” ( <i>Point to the bowl of mush in the book. Point it out again as you read the story.</i> )
Connect the story to real-life experiences	<b>Adult says:</b> “The little bunny says goodnight to many things. Do you say goodnight to people or things? Tell me who you say goodnight to at bedtime.”
Give children a reason to listen	<b>Adult says:</b> “Now, I am going to read the story. Listen to all the things the bunny says goodnight to in the story. After we read the story, we will try to remember them and write them down.”

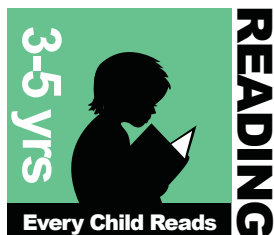
## Examples of Strategies to Use

DURING Reading Books

DURING reading book strategies	BOOK EXAMPLE: <i>Goodnight Moon</i>
Point to pictures that are important to the meaning of the story	<b>I will...</b> “And there were three little bears sitting on chairs.” ( <i>Point to all three bears to signify counting of one, two, three bears; point to picture of mush.</i> )
Make predictions (What do you think will happen?)	<b>I will...</b> “Guess what the bunny will say goodnight to on this page?” or “How would the bunny say goodnight in the story?”
Ask questions that are important to understanding the story	<b>I will...</b> “Where is the bunny in the great green room?” or ( <i>Last pages</i> ) “Do you think the bunny will go to sleep now?” or “How do you know?”
Answer children’s questions	<b>I will...</b> <i>Child may ask:</i> “What does mush taste like?” <i>Adult may answer with peer assistance:</i> “John, help us out. What did we say mush tastes like?”

### Cue Card for Goodnight Moon Role-Play

**What does mush  
taste like?**



# Examples of Strategies to Use

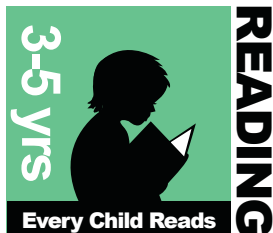
## AFTER Reading Books

AFTER reading book strategies	BOOK EXAMPLE: <i>Goodnight Moon</i>
Guided questions	<p><b>I will say...</b></p> <ul style="list-style-type: none"> <li>• We just finished reading a story. What was the name of the story?</li> <li>• Who was the most important character in this story?</li> <li>• When did this story take place — at night, morning, or afternoon?</li> <li>• Just before going to bed, the bunny said goodnight to many things in his room. Let's see how many things we can remember. You tell me and I will write them down.</li> <li>• The bunny said goodnight to a lot of different things in his room. Why did he say goodnight to so many things?</li> </ul>
Sentence completion	<p><b>I will say...</b></p> <ul style="list-style-type: none"> <li>• <i>Goodnight Moon</i> was a story about a bunny who said _____.</li> <li>• There was a cow jumping over the _____.</li> <li>• And there were three little bears sitting on _____.</li> <li>• And a quiet old lady whispering _____.</li> </ul>
Relate to child's environment	<p><b>I will say...</b></p> <p>Who do you say goodnight to before you go to bed?</p>

# Examples of Strategies to Use

## BEFORE Reading Books

BEFORE reading book strategies	BOOK EXAMPLE: <i>Bread, Bread, Bread</i>
Introduce the story title, author, and illustrator	<p><b>Adult says:</b></p> <p>The name of this book is <i>Bread, Bread, Bread</i>. The author, who wrote this book, is Ann Morris. This book doesn't have an illustrator who drew the pictures. It has photographs or pictures taken with a camera. Ken Heyman is the photographer.</p>
Predict what the story is about	<p><b>Adult says:</b></p> <p>Who can tell me what this the story is about?</p>
Preview the story	<p><b>Adult says:</b></p> <p>This is a story about bread. Not just one kind of bread, but all kinds of bread from other places in the world. I wonder how many different kinds of bread we will read about?</p>
<p>Introduce vocabulary words</p> <ul style="list-style-type: none"> <li>• Explain new word</li> <li>• Say new word frequently</li> <li>• Encourage children to say the new word</li> <li>• Demonstrate using real objects</li> <li>• Integrate new word into the environment</li> </ul>	<p><b>Adult says:</b></p> <p>We are going to read about all kinds of bread from different places in our world. (<i>Show map or globe of the world and point to the United States and other countries.</i>) Some places have bread that does not come in a plastic bag like our bread. (<i>Show different kinds of bread and talk about the size and shape of breads.</i>)</p> <p>Some people cook their bread in an oven and some people cook their bread over a fire.</p> <p>Some people buy their bread at a market, a place outdoors to buy food.</p>
Connect the story to real-life experiences	<p><b>Adult says:</b></p> <p>Where do you get your bread? Does anyone's mom or dad bake bread at your home?</p>
Give children a reason to listen	<p><b>Adult says:</b></p> <p>Now, I am going to read the story <i>Bread, Bread, Bread</i>. Listen to all the different kinds of bread in the story. After we read the story, we will eat some bread and vote for your favorite!</p>



# Examples of Strategies to Use

## DURING Reading Books

DURING reading book strategies	BOOK EXAMPLE: <i>Bread, Bread, Bread</i>
Point to pictures	<b>Adult reads:</b> Page 9: Point to skinny, fat, or round bread and bread with a hole Page 15: Point to bread on child's head Page 22: point to bread on adult's head
Make predictions	<b>Adult says:</b> Page 9: Bread with a ____ (hole). Page 13: What kind of breads are these called? (pizza and pretzel bread) Pages 18 and 19: What do you think this woman is doing? (making bread)
Ask questions (Information children need to remember that is important to the story)	<b>Adult says:</b> How do you bake bread? How do you think this bread tastes? What kind of bread do you like — cinnamon rolls, hot dog buns, pizza, pretzel?
Answer children's questions	<b>Child says:</b> Can I try some of that bread? Why does she carry bread on her head?

# Examples of Strategies to Use

## AFTER Reading Books

AFTER reading book strategies	BOOK EXAMPLE: <i>Bread, Bread, Bread</i>
Guided questions	<p><b>Adult says:</b></p> <p>We just finished reading a story. What was the name of the story?</p> <p>Who ate bread in this story?</p> <p>How did some of the people bake their bread?</p> <p>Let's see how many different kinds of bread we can remember from the story. You tell me a kind of bread and I will write it down. (Skinny bread, flat bread, crunchy bread...)</p> <p>What did you learn about bread?</p>
Sentence completion	<p><b>Adult says:</b></p> <p><i>Bread, Bread, Bread</i> was a story about _____.</p> <p>Bread is good for _____ (you).</p> <p>It helps you _____ (grow).</p> <p>It makes you _____ (strong).</p> <p>Bread is eaten by _____ (everyone all over the world).</p>
Relate to child's environment	<p><b>Adult says:</b></p> <p>Tell me your favorite way to eat bread. I like to eat peanut butter and jelly on my bread. (Other examples: toast, hot dogs, hamburgers, cinnamon and sugar, jelly, rolls, sandwiches, biscuits.)</p>



## Reading Module Assignments

## Reading Module Assignments and Evaluation turned in

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